**K-5 Math Lesson Plan**

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| **Teacher:** Cotton | | | **Grade:** 1st | | | **Date(s)**: Aug. 29 (day 3) |
| **Unit Title:** Counting and grouping objects to 120. | | | | **Corresponding Unit Task:** Students should be able to can count and recognize numbers to 120. | | |
| **Essential Question(s):** Why is counting by 10 helpful? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Counting teddy bears * 6-8 bags with various numbers of counters in each | | **Student:**   * Various manipulatives in containers. * Math journals | | | Counting on  Group | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | | | | | |
| **I Can Statement(s):**  I can count by 10’s.  I can count on from a given number.  I can group objects different ways to help me count. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Gather students on the carpet, sitting in a circle. Dump container of teddy bears in middle of circle. We have a group of teddy bears in our circle. I want us to count to find out how many teddy bears we have. Ask: *Do you think there is more than 1 way to count all the teddy bears?* *Let’s think of different ways we can count all the teddy bears. Turn to your neighbor and share a way you would count to teddy bears.* Ask for some responses to list on board/chart paper. Today we are going to discuss and practice different ways to count a group of objects. | | | | | |
| **Teacher Directed:** Review the suggestions on the board/chart paper about the different ways to count the teddy bears. We know the many ways we can count the teddy bears to find out how many we have.Model one way to count the teddy bears. Call on pairs of students (or individual students) to show a “different” way to count the teddy bears. Continue this practice a few more times. Be sure grouping objects by 10 is one of the ways to count. Model and practice counting by 10’s. Ask: *When we counted the teddy bears different ways, did we reach the same number/get the same answer?* Discuss the different ways we counted the teddy bears. Model the following scenario: Grab a handful of the teddy bears to count for the students. While counting the teddy bears “accidently” leave out 4-5 bears. Say: *I have a group of teddy bears. There are 23 teddy bears in my group. I notice I forgot some bears. How can I add these bears to my group? Do I need to count all over again?* Model how to “count on” from 23…24,25,26,27*,28.* Allow students to practice counting a group of teddy bears, give them “extra” teddy bears to count on. | | | | | |
| **Guided Practice:** The students will be put into groups of 3-5 students per group. Give each group a container of manipulatives. The students will pour the contents of the container onto the floor. Each group will work together to find 2-3 different ways to count their manipulatives. Encourage each group to discuss why they chose each strategy for counting. Call students back to the carpet, standing in a circle. Show students a number (i.e. 41) and beginning with a student, they will go around the circle “counting on” from that number (41). Continue using a variety of numbers. | | | | | |
| **Independent Practice:** At their seats students will find 6-8 bags (number each bag) containing objects (counters). Using their math journal to record their answers, students will choose a bag, count the number of objects and record the answer in their math journal (i.e. bag 1 26 bag 2 50 bag 3 47). Encourage students to use different ways to count the objects in each bag. | | | | | |
| **Closing/Summarizing Strategy:** Have a few students share one of the bags they counted, how did they count the objects and how many objects were there. Ask: *Did anyone make groups of 10 to count your objects? Why is counting by 10’s helpful?* Give students a number and in their math journals they will write the next 5 numbers by “counting on”. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Put objects in groups of 2’s, 5’s, 10’s. * Count by 2’s, 5’s, 10’s. * Count on past 100 or 120. | | | * Practice rote counting verbally before counting objects * Count small groups of objects (20-30) * Model/practice 1:1 matching, pointing or touching each object while counting | | | * Practice rote counting verbally before counting objects * Count small groups of objects (20-30) * Model/practice 1:1 matching, pointing or touching each object while counting |
| **Assessment(s):** During independent practice, check student’s math journals for understanding. Observe if students are using different ways to count objects. | | | | | | |
| **Teacher Reflection:** (Next steps?)   * What went well? * Student understandings/misconceptions * Specific notes about students’ thinking * What do I need to reteach/review tomorrow or in the future? * New ideas or changes for next time | | | | | | |